

**Revised – 4/2/06**  
**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**  
*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal: Mr. Robert M. Buck  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name : Windsor Elementary School  
(As it should appear in the official records)

School Mailing Address : 935 Windsor Road  
(If address is P.O. Box, also include street address)

Loves Park , Illinois 61111- 4228  
City State Zip Code+4 (9 digits total)

County: Winnebago State School Code Number\* 04-101-1220-22

Telephone: (815) 654-4507 Fax: (815) 654- 4585

Website/URL: WWW. Harlem122.org E-mail: rbuck@harlem122.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Pascal DeLuca  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harlem Cons. School Distict # 122 Tel. (815) 654-4500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Sandy Johnson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       9   Elementary schools  
   0   Middle schools  
   1   Junior high schools  
   1   High schools  
    Other
- 11  TOTAL
2. District Per Pupil Expenditure:      7855  .
- Average State Per Pupil Expenditure:  8786

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   1   Number of years the principal has been in her/his position at this school.
- 11  If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1	37	33	73	9			
2	30	32	74	10			
3	26	41	60	11			
4	38	26	53	12			
5	40	31	77	Other			
6	33	32	78				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>415</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| 90         | % White                          |
| 4          | % Black or African American      |
| 3          | % Hispanic or Latino             |
| 2          | % Asian/Pacific Islander         |
| 1          | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	49
<b>(4)</b>	Total number of students in the school as of October 1	409
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.1198
<b>(6)</b>	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school:  $\frac{2}{7}$  % Total Number Limited English Proficient

Proficient

Number of languages represented: 2

Specify languages: Hispanic, Bosnian, Ethiopian

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 176

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 23 %  
88 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>2</u> Orthopedic Impairment
<u>    </u> Deafness	<u>7</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>32</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>26</u>	<u>    </u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>    </u>
Support staff	<u>4</u>	<u>8</u>
Total number	<u>32</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94 %	95 %	95 %	95 %	%
Daily teacher attendance	96 %	96 %	96 %	96 %	%
Teacher turnover rate	2 %	2 %	2 %	2 %	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

Nestled in the middle of the Harlem School District, Windsor Elementary is an All-American school. Representing part of the Loves Park community, we are just a tablespoon of the vast melting pot, which typifies the entire school district. We are not large, we are not small, but we are just right.

The diverse Windsor student population includes Black, White, Hispanic, Asian, and Native American. We have students representing various income levels, and parents with varied educational expectation levels. Even though over the past few years our income base is dropping, we are seeing increasing parental involvement, and increasing community interest. As we begin to show off the wonderful opportunities we offer here at Windsor, we remember change cannot happen without support, both from the outside community we represent, but from the community of educators within the walls of the building.

The variety in our community is reflected in the variety of our staff. We are a population that spans the generational gap from thirty plus years of educational experience to only a couple. We are male and female, married and single, new parents and grandparents, but we are all educators with one common goal, and that goal is to make Windsor a remarkable place to work and learn. We do this by looking ahead with goals that have been established by looking at where we have been. Continual data collection and analysis, has shown us where some of our strengths and weaknesses are. Knowing those weaknesses, we planned and continue to plan our strategies for future growth and development.

The mission of the Harlem School District is to be a community of learners acquiring knowledge, skills and attitudes necessary to reach our potential as contributing members of society. At Windsor, we try to fulfill this mission by stressing excellence in reading, math and writing, as well as supplementing the core curriculum with character building programs, supplemental reading programs, and tutoring opportunities for our students. We are also fortunate enough to be able to continue offering varied special opportunities such as Art, Music, Learning Center, and PE as part of our core curriculum, as well as all of the needed Special Education programs to meet the individual needs of some of our children. Balancing our programs within an atmosphere that stresses taking ones education seriously yet being open to fun and creativity, allows for an enjoyment of education that continues into the future.

Finally, in order for any educational program to grow and change, we need the support of parents and those who are loved and respected by the children. At Windsor we are beginning to see a shift, which is reflected in our students improving attitudes. Through the efforts of our PTA, more and more of our parents are participating in activities and opportunities designed to bring the Windsor families together. Our Muffins for Mom, Donuts for Dad's, and Grandparents Breakfast, are supported and run by our PTA., as well as Turkey Bingo and our Family Fun Fair. Each of these events has grown to be exciting time for not only the group invited, but the students as well. Parent teacher conferences, winter and spring music programs, Art in the Park, are not the only opportunities for our parents to see us; they are now an extension of a concerted effort of involvement. Our 100% parent contact percentage belittles the fact that most of our parents participate in a variety of programs here at Windsor.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Windsor Elementary participates in the Illinois State Assessment Tests each spring in the third, fourth and fifth grade classes. In the 2004-2005 school year, third grade was tested on Reading and Mathematics, fourth grade was tested in Social Science, and fifth grade was tested on Reading and Mathematics again. Using this Assessment system, we can compare the fifth grade students test results to the third grade scores they had two years earlier. This enables us to examine “same student” growth.

The ISAT reading scores for 2004-2005 indicate the highest percentage of students meeting and exceeding expectations ever at Windsor. Each year, despite changes in our population, it is our goal for continued growth. This includes an income level that is dropping. Usually, lower income levels can indicate a plateau or even lowering of the impacted area’s standardized scores. We are very happy that this is not the case at Windsor for 2005.

Mathematics has continued to rise to 82% in third grade and 85% in fifth grade at meets and exceeds. These ISAT scores show a steady increase over the past few years, with this year once again, being the most successful.

Actual comparisons between the reading scores of last year’s fifth grade class and the scores they had in third grade show a 7% improvement in our meets and exceeds percentages from 68% as third graders to 75% as fifth graders. The same class showed an increase of 6% from 80% to 86% in mathematics over the same two-year period. Tracking this information has given us indications of which students may need assistance. If we continually see a lack of progress in a particular area, or when we see a group of students who were excelling early in their education, but have a faulty year only to return back on track after that one year, it stands to reason that we need to look deeper into the different variables impacting those students. This could mean the materials being used, the make-up of that particular class, the book series, the actual layout of the rooms, or even the staff at that level. When the district makes building comparison, the test scores offer much the same kind of information only impacting at the building level, do we need a different series

Subgroup comparisons are difficult for us. We do not have a group large enough in our building to be considered a subgroup. We are all grouped together as one. We accept those who are struggling due to learning difficulties, language barriers, or economic disadvantaged as part of our large group. This enables us have to include all children into our plans for growth and success. This makes us even happier with our success.

The ISAT allows us to see how we compare with other school in the state. This comparison with schools statewide and schools in our district provides us with information regarding our educational programs. We are always glad to see how we compare to other schools throughout the state and in our district. We would expect that the State of Illinois would utilize the information when comparisons are done from state to state. Having the report card available on the Illinois State Board of Education web sight, allows any citizen the opportunity to see the test results.

### **2. Using Assessment Results:**

We are currently gathering data at three intervals during the school year, fall, winter and spring. With the data we collect, we are able to track a student’s progress through out the school year. This offers us an early intervention opportunity, which would not happen if we only relied upon the ISAT testing scores. The ISAT scores give us a standardized yearly score to track building and student academic performance

As a building, we continually use this data to direct our strategic planning, and academic goal setting each spring. Once the test results become available, we review those results and begin the introspection process needed to evaluate our programs. We discuss ideas we have been exposed to over the following year. We collaborate, and decide which ideas we find valid enough to include them for our particular building programs. We then lay plans to implement those ideas with a timeline and action plans.

Re-evaluation is our ongoing final step of our planning process. Over the next year, we periodically annualize all of our programs using alternative assessments in order to make any adjustments we may need. By constantly reviewing and up-dating our data, we keep our programs continually growing and fresh.

### **3. Communicating Assessment Results:**

The Harlem School District makes all of our ISAT scores available to every family in the district in a variety of methods. Besides making them available at the district offices, the district scores are placed on the Harlem 122 web pages giving added access to all parents who have access through the Internet. On the district web page, we also link to the Illinois State Board of Education web pages so that parents can easily make comparisons with other districts of our size and make-up. In addition, every parent in the district is given access to the ISAT information through the local news sources, radio, TV, and newspapers.

A Windsor parent will receive a copy of their individual child's ISAT scores as part of our standard Parent/Teacher conferences. Any parent who does not attend those conferences will have their child's scores mailed to them. They are offered further opportunity to discuss the results with teachers and administration per request. The Windsor staff uses our ISAT information to generate the building School Improvement Plan. This planning is driven by the positive and negative results of our ISAT scores.

On a broader scale, the Harlem Board of Education reviews and discusses the district ISAT results as a group. These meetings are announced and open for any parent or district member to attend.

### **4. Sharing Success:**

Windsor has been very willing to share any success we have with any and all. It is a district wide philosophy to share any successful strategies with our colleagues. The Harlem Administrative team is made aware of successful programs throughout the district and offers a variety of in-service opportunities to share any new ideas and successes. Our teachers are involved in various professional development classes where they have opportunities to share as well as glean new ideas from others. The Windsor staff has a nucleus of highly qualified team members who are ready and willing to share at programs, which might assist another schools.

As the Windsor staff, we would be presenting our success to the local school board, and new media. However, as an unassuming group, we would be open to any opportunity to show our successes, but we do not believe we are anything special. We believe this success only demands continued success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The core curriculum for the building evolves around the areas of reading, math, writing, and science. By emphasizing these four areas, we believe we are delivering a strong background to our children for future educational success. As an elementary we believe Reading and Math are by far the most needed abilities for any child. With this in mind it stands to reason that we emphasize our reading and math programs here at Windsor.



## **2a. Reading:**

We have taken a multi-leveled approach to our reading program. As the core of our reading, we use a text series, which offers many options for our teachers, as well as multiple skill areas. The initial major areas spotlighted are phonics, decoding, vocabulary development, and literacy. Offering the students multi-ethnic subject matter and family interactions enhances these areas. Spelling and writing skills are also integrated into the program.

We supplement our series through the use of a reading workbook, which stresses best practices in reading, as well as a separate phonics series first grade through fourth. Beyond structured reading, we have implemented the Accelerated Reader programs to increase self-motivation in reading and to improve fluency. Our philosophy is “the more you read the better you get”.

## **3. Mathematics:**

Our mathematics’ program has developed over the course of years, with trial and error having brought us to an approach, which seems to work. We have some teachers who use manipulative elements while we have others who use more memorization. We have some who have students in a structured mathematics style classroom, while others are more relaxed and freewheeling. What we do have is a concerted effort to improve math scores using a textbook based approach with adaptations and workbooks used to supplement the program. What we have found is that what works for one teacher does not work for all teachers, and we needed to allow for adjustments for that.

The staff approaches mathematics on an individual level. They use the textbook as a base for introduction of material and direction to which they add their own particular styles. By adding their own flair, it makes the class more interesting for them, and therefore more interesting for the students.

Instructional Methods:

## **4. Instructional Methods**

At Windsor Elementary, we have a variety of instructional approaches. We wouldn’t want it any other way. When a staff such as ours reflects various generations, educational training, and experiential backgrounds; to expect that their instructional styles would all blend into one method would be contrary to human nature. One of our methods includes a standard, structured, older style classroom with a teacher instructing from the basal and adding enrichment throughout the course of the lessons. We mix this with a newer centers based classroom where the children are little less structured, and the teacher leads a more student directed experience. We have some staff members who feel comfortable lecturing from the front of the room, while others need to wander and stroll through the rows of students checking material and responses as they go.

Offering a variety of learning experience allows us to better meet the individual needs of our children. Because children have varied learning styles, we realize that some will need structure to succeed, while others can flourish in a free flowing environment. By being aware of the individual teacher styles, and diligence in selecting those students for each class list, we can develop a classroom of students who grow under each teacher’s individualized methods.

## **5. Professional Development:**

The Harlem School District eliminated a very strong professional development program a couple of years ago, due to budget cuts and the growing expenses of an expanding program. While it was running, the staff had access to multiple classes offering instruction in methods, technology, reading instruction, and most of the latest best practice ideas being offered. Even though it is gone, this program is still assisting our teaching staff as we continue to implement some of those ideas into our classrooms. We are also fortunate to see new and young teachers bringing into the building some of the latest and greatest ideas being presented in the colleges today. At Windsor, we have had several student teachers from various colleges in the building this past year, each bringing their enthusiasm and thoughts to the building.

In an effort to continue a professional development program, the Windsor administration has been very open when allowing the teachers access to reasonable professional development. Our title funds have helped all of our first grade teachers receive training in a new reading program we just implemented this year, and special education funds have helped support some staff development by sending some members to autism conferences. As members of our staff, we expect them to present their knowledge to the rest of us, by putting an emphasis on areas that pertain to the entire staff. The school district is doing its part this year, by currently training its entire staff in Curriculum Mapping. Our lead teachers are currently trained, and they are training the next group of “mappers”. These staff members will then be asked to become the trainers for their fellow teachers. By expecting everyone who receives any professional development to share their knowledge, every one of our teachers grows from the experience.

Last but not least, at Windsor we are finding that a common goal and direction is the key. We may have different approaches, the vehicles we use may look different, but in the end, what is best for the children, and their success is what we are all about.

## PART VII - ASSESSMENT RESULTS

Subject: Reading \_\_\_\_\_ Grade: 3 Test: Illinois State Assessment Test

Edition/Publication Year: \_\_\_\_\_ Publisher: \_\_\_\_\_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month					
<b>School Scores*</b>					
% At or Above State Standards	68%	59%	67%	59%	
% At Exceeds State Standards	28%	23%	15%	13%	
Number of students tested	145	142	145	151	
Percent of total students tested	100%	99%	100%	100%	
# of student Alternatively Asses.	0	0	0	0	0
% of Student Alternatively Asses.	0%	0%	0%	0%	0%
<b>Subgroup Scores</b>					
<b>1. Economic Disadvantaged</b>	4				
% At or Above State Standards	64%	58%	64%		
% At Exceeds State Standards	19%	29%	12%		
Number of students tested	74	52	51	50	
<b>Subgroup Scores</b>					
<b>1. Multi Cultural</b>	0%				
% At or Above State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject: Reading \_\_\_\_\_ Grade: 5 Test: Illinois State Assessment Test

Edition/Publication Year: \_\_\_\_\_ Publisher: \_\_\_\_\_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month					
<b>School Scores*</b>					
% At or Above State Standards	75%	73%	66%	64%	
% At Exceeds State Standards	10%	25%	17%	14%	
Number of students tested	145	142	145	151	
Percent of total students tested	100%	99%	100%	100%	
# of student Alternatively Asses.	0	0	0	0	0
% of Student Alternatively Asses.	0%	0%	0%	0%	0%
<b>Subgroup Scores</b>					
<b>1. Economic Disadvantaged</b>					
% At or Above State Standards	73%	64%	45%		
% At Exceeds State Standards	8%	20%	8%		
Number of students tested	74	52	51	50	

<b>Subgroup Scores</b>					
<b>1. Multi Cultural</b>	0%				
% At or Above State Standards					

**Public Schools**

Subject: Mathematics Grade: 3 Test: Illinois State Assessment Test

Edition/Publication Year: \_\_\_\_\_ Publisher: \_\_\_\_\_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month					
<b>School Scores*</b>					
% At or Above State Standards	82%	76%	79%	88%	
% At Exceeds State Standards	37%	29%	38%	32%	
Number of students tested	145	142	145	151	
Percent of total students tested	100%	99%	100%	100%	
# of student Alternatively Asses.	0	0	0	0	0
% of Student Alternatively Asses.	0%	0%	0%	0%	0%
<b>Subgroup Scores</b>					
<b>1. Economic Disadvantaged</b>					
% At or Above State Standards	81%	72%	78%		
% At Exceeds State Standards	39%	29%	39%		
Number of students tested	74	52	51	50	
<b>Subgroup Scores</b>					
<b>1. Multi Cultural</b>	0%				
% At or Above State Standards					
% At Exceeds State Standards					
Number of students tested					

Subject: Mathematics Grade: 5 Test: Illinois State Assessment Test

Edition/Publication Year: \_\_\_\_\_ Publisher: \_\_\_\_\_

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	3				
<b>School Scores*</b>					
% At or Above State Standards	86%	81%	67%	73%	
% At Exceeds State Standards	9%	8%	3%	?	
Number of students tested	145	142	145	151	
Percent of total students tested	100%	99%	100%	100%	
# of student Alternatively Asses.	0	0	0	0	0
% of Student Alternatively Asses.	0%	0%	0%	0%	0%
<b>Subgroup Scores</b>					
<b>1. Economic Disadvantaged</b>					
% At or Above State Standards	85%	77%	58%		
% At Exceeds State Standards	8%	8%	8%		
Number of students tested	74	52	51	50	

Subgroup Scores					
1. Multi Cultural	0%				